New Directors' Training Aug. 11, 2009 – USOE R241

Welcome and Introductions

USOE staff and new directors introduced themselves

Description of a Basic Program

Each district program has a state plan for the allocation of Minimum School Program (MSP) funding A state plan includes:

- Assurances
- What you are going to do and HOW you are going to do it.
- Targets—how many students you are going to serve
 - Serve with state funds
 - Serve with federal funds

Our intent in adult education is to provide programs that are strong in intensity and rigor. Student success is a result of maintaining integrity in the quality of staff, programming and community involvement.

Components of a basic program

- Basic programs serve the population of 16 years of age who are out of school youth and older
- The focus is English as a Second Language instruction, basic education, and high school completion
- Adult Educations is not community education—Adult education funds cannot be co-mingled with community education funds
- A basic program should have a minimum of 12 students--Is it worth opening your doors for less than 12 students?
- A program's state plan should be developed with partners in the community especially with DWS or a committee that you have that talks about adult education
 - How are we doing-where is the population that we need to serve—how do we get them to come to our program, etc...
- Standards for programs are to be developed and maintained for active enrollment of at least 12 students
 - O This needs to be written in your program plan
 - Research and obtain a curriculum that is designed specifically for the adult learner
- The written plan defines realistic goals—emphasis on realistic—should be understandable, measurable and achievable
- The written program plan needs to be maintained
- Written program plan documents procedures for assuring the security of tests and student records
 - o All adult education assessments are high stake tests and must be secured
- USOE Adult Education does monitor programs to ensure that programs are compliant with state/federal rules and policies

National Reporting System

The National Reporting System (NRS) is an accountability system for the federally funded adult education programs, mandated by the Workforce Investment Act Title II. The NRS includes student measures describing adult education students, program participation, and assessment of the impact of adult education instruction. NRS provides methodologies for collecting the measures, reporting forms, procedures, training, and technical assistance activities to assist the state in collecting the core measures. With the help of state directors of adult education the project has developed indicators of performance to demonstrate state adult education agencies impact and has developed a national system for collecting information on adult education student outcomes. The NRS requirements became effective in 2000.

An Introduction to the National Reporting System -PowerPoint presentation by Shauna South

PowerPoint link-- http://www.schools.utah.gov/adulted/directors/resources.htm

In the program review/monitoring process it is stressed that adult education staff are aware of what NRS is; what it does, how it affects your program, what data needs to be collected, when to collect it and who collects it. In response to adult education directors' requests, our office created a power point to be used by the directors to inservice staff to meet this requirement.

Highlights of this presentation

- Accountability policy: one of the major intents of the Adult Education and Family Literacy Act (AEFLA) was to
 establish performance measures and benchmarks to demonstrate increased program accountability. A result is that
 adult education is an effective program.
- The State Office of Education sends its reports to the Office of Vocational and Adult Education (OVAE). OVAE is charged with making sure states are accountable for the AEFLA funds and we in turn are accountable in making sure that programs are accountable for the funds received.
- States are required to have programs use standardized assessments. The Utah State Office of Education, Adult Education has established the standardized assessments for Utah. The purpose of standardized assessments is correct placement of students. Students must receive instruction in their Entering Functioning Level (EFL). This is a requirement. There is an inherent goal of "increase my basic skills" in UTopia for every student. A pre-test places the student in the correct level; a post-test will show any level gains for the student. Level gains reported by programs are part of the state funding formula. Programs earn dollars for level gains reported.
- The NRS levels have competencies correlated to assessment scale scores and grade level equivalencies for ESOL, ABE, and AHSC. USOE is working on state reading standards for adult education which will be correlated to the NRS level competencies. ESOL standards are completed and in use and are also correlated to the NRS competencies.

Programs need to know whether what is taught results in any change or improved outcome. Programs can evaluate where a learner is proficient and what intervention is needed and if what was taught had any effect or improved outcome.

- As we interact with our counterparts in other states, we frequently hear that adult students want to know where they stand, and what the program will do to help them. They also want to know how they are doing in the program. Post-testing with approved standardized assessments allows programs to counsel students regarding their progress.
- The NRS requires programs place students at their lowest Educational Functioning area. The student is assessed with the TABE, BEST, or CASAS. The student is placed in the appropriate coursework. The student receives the appropriate post-test after the appropriate contact hours of instruction. Appropriate coursework provides baseline data that sets benchmark levels of achievement which can be used as a guide for local program improvement.
- Tracking and monitoring data
 - Involve your staff in tracking and monitoring data
 - Teachers aware of the process can develop lesson plans to help the students succeed
 - To identify issues and problems
 - To develop questions
 - To recognize errors
 - o To see trends
 - To make good decisions
 - To make changes in programming
 - To focus on valid data
 - To guide efforts
 - To recognize needs
- Data Collection Policy--Do you a have quality data collection policy? Does staff have clear descriptions and understanding of their roles and responsibilities for data collection? While sound procedures and systems are essential; programs and staff must implement procedures and collect the data. When staff believe that data is valuable they will take more care in data collection and produce higher quality data outcomes.
- Core Outcomes--In addition to level gains, programs also need to collect and report data on the core outcomes.
 - o GED/Diploma
 - Obtaining employment
 - Retaining employment
 - Entry into post-secondary education or training
- Items required for data collection for NRS and our data management system, UTopia
 - Age
 - Gender
 - Ethnicity
 - Status
 - Participation measures
 - Residency verification
 - Funding code

- Data are only valuable if they are accurate and reflect what they are intended to represent. Our goal this year is looking for valid and reliable data. We have a better system than we have ever had. We support you through program monitoring and data desk monitoring where we can look at your data with you to help ensure the data entered is valid.
- Q & A Q. Is entering the military considered obtaining a job?
 A. We data match with DWS for employment. Military is not considered employment.

Funding of Adult Education Programs

Programs cannot do anything without funding.

State money: The process-Each fall the state superintendent asks departments for budget requests for the upcoming fiscal year. Once collected, the data goes before the Board of Education who prioritizes the requests. The budget requests are sent to the governors' office for approval. After approval from the governors' office the legislative fiscal analysts look over the budget requests and make their recommendations. The recommendations are given to the education appropriations committee to vote upon. USOE is given the actual budget amounts by the end of March. Adult education allocates this funding to the district adult education programs with a formula using program outcome data programs produced two years previously. So funding for the 09-10 fiscal year is based on outcomes from the 07-08 fiscal year. Each outcome category is designated a percentage of the total state allocated budget, for example for 09-10 an enrollee is worth 25%, contact hours, 16%, etc. This formula was created by the adult education consortium with input from all adult education directors. To figure out how much particular outcomes are worth, using the formula we take the percentage from the total allocation and divide it by the number of outcomes achieved (i.e., % of total allocation/number of outcomes). USOE Adult Education Services puts together an allocation table, sends it to the directors, and posts it on the adult education website. Programs will know the allocation for the new fiscal year by mid to late April. You are required to submit a state plan using this amount detailing how your program will spend the money. The state plan form is found on the Adult Education Website. It should be submitted electronically to the state adult education coordinator. State plans are submitted by May 1 unless otherwise noted. This gives the USOE Adult Education Services time to look over the plans and if there are any problems, we can work with you to make corrections before the start of the new year.

http://schools.utah.gov/adulted/directors/grants.htm

The above link will direct you to the Grants page on the USOE Adult Education website. You will find the online forms for the state plan, the AEFLA grants, the supplemental application, and the refugee grant application as well as resources such as the Grant Application Walk-through power point and the indirect cost rates.

2% of the total state allocation is held as Supplemental. Supplemental grants are available by application. Programs that receive less than %1 of the total allocation may apply from Oct. 15 to Nov. 16. After Nov. 16, if funds are still available, the rest of the programs may submit supplemental applications. Programs applying for supplemental funds may not have carryover from the previous year. Since this money is not a guaranteed amount, it should be requested for one-time expenditures and not on-going expenses such as salary. Programs that have a jail program that did not get federal funding have, in the past, applied and approved for the State Supplemental grant in small amounts.

Become familiar with the term "Enrollee Status." Your students must meet "Enrollee Status" in order for the program to accrue outcomes. "Enrollee Status" is a tool within UTopia to help programs ensure their students' data is entered in a timely manner. To gain "Enrollee Status" the student must be entered into UTopia, a funding code must be set for the student, a goal for the student must be set, a test must be administered and the score entered into UTopia, and the student must have 12 contact hours entered into UTopia.

<u>Targets</u>--State targets are negotiated with OVAE. We have not included the state targets on the applications since programs interpreted that as meaning they had to meet those targets.

Our state is in the bottom fourth quartile across the nation in targets. We are struggling to move forward, but we need programs to focus more on intensity and duration so that we can reach state targets. We asked programs to look at the 2007-2008 targets and move forward from there. We will use this information throughout the year during program monitoring and desk monitoring to see if you are making progress.

At this point, we have not asked programs to negotiate targets directly with us, but that is very likely to occur in the future. The targets that you list on your state plan should be different than the targets listed on your federal grants. The targets are student specific defining the grant—how many student will meet the instructional level outcomes.

<u>Federal money</u>—Our federal money comes from the Adult Education and Family Literacy Act (AEFLA). There are three program types that are funded with this money; AEFLA Basic, English Language/Civics (EL/Civics), Prisons and Institutions. Adult education programs, including district and community based organizations, could apply for one, two or all three of the grant program areas. The last competition was held three years ago. This is a competitive grant. Not all programs applied for these funds and not all programs that applied were approved. In Spring 2010, we will be holding a new competition for AEFLA funding. A panel of readers will evaluate each application and provide our office recommendations. Programs recommended for approval will be funded with the new grant funds.

An AEFLA grant requires a funding match to support the grant. Typically programs put up state money as the required match. The match is 25%. Do not list more than the 25%. We hold you to that match and the match amount can never go below the amount you list.

Under the requirements of the AEFLA grant, only 5% can be used for administrative costs. 95% of the AEFLA money must go to direct student instruction. Districts may charge your grant indirect costs. There is document on our website listing the indirect cost rates for each district. The document lists "restricted" percentages for federal funds and "unrestricted" percentages for state funds. A "How to Figure Indirect Costs" document is also found on our website. http://schools.utah.gov/adulted/directors/grants.htm

Allowable costs

- 5% for administrator costs
- 95% to direct student instruction
- AEFLA funds can be used to supplement activities in your program but not supplant

Unallowable costs

- Computer hardware/software—unless you have documentation that only an AEFLA student will use these items
- Child care costs
- Food
- No building maintenance—no paving parking lots, replacing windows or buying weed whackers

<u>Federal and State</u> --All federal grants and state plans for 2009-2010 have been approved as written. You may be asked to amend your state plan budget sheet in the fall if it is determined that your program has carry-over funds. The only time you would amend your federal grant is if you have a change in allocation, for example, the benefits package for your district may not have been completed at the time you submitted the grant so you would need to amend the grant when you have the actual costs, or, if expenditures in a budget category exceed 10% of what the approved grant stated.

Cultivate a relationship with the business administrator for your program. They may be tracking your funds, paying expenses and receipting reimbursements, but you are responsible for adult education funds. You need to know what is being spent and reimbursed. You give the business administrator the funding information to be allocated to budget categories so they are aware how the money should be spent. School district business administrators complete a report called the "Annual Performance Report (APR)". Marty receives a copy of this report the first of October. This report shows exactly, by budget category, how much each program spent in the budget areas. This report also shows state monies not spent—carry-over. Your business administrator can give you a copy of this report. You need to look at it and you need to agree with it. You are responsible for those adult education funds.

<u>Credentials</u>--We are looking at staff credentials. We want to know that the persons you have teaching credit-bearing classes are licensed in the state of Utah.

Adult Education Fiscal Compliance Policy

<u>Carryover</u>--State funds can only be carried over for one year. No more than 10% of the programs grant or \$50,000 whichever is less may be carried over. The state plan budget sheet must be amended to show how this money will be spent. Carry-over funds not expended by February may be recaptured by the USOE Adult Education Services and reallocated to other programs. <u>Tuition and Fees</u>--Programs can charge students tuition and fees up to \$100 per program year. Programs can use the free and reduced lunch formula to reduce costs. Federal grants, you can collect fees, but the money must be cycled back into the program for student instruction for the targeted students. A Tuition and Fees Summary report is due October 1 for the past fiscal year. This form is found on the adult education website. http://schools.utah.gov/adulted/directors/reports.htm

How Programs get funds

State funds are on a flow through process from the USOE on a 1/12 distribution.

Federal funds are on a reimbursement only basis. Programs submit a reimbursement request for payment. The reimbursement form is on the USOE website that is used to request theses funds.

http://schools.utah.gov/adulted/directors/forms.htm It must be signed by you and your business administrator. Your signatures indicate that you both agree with what is being requested for reimbursement. The amounts you are requesting must match and be within the limits of what was submitted on your grant. We check each reimbursement request against your grant to ensure the requests are in line. Programs are expected to submit reimbursement requests quarterly. This is an AEFLA requirement—that at a minimum, your reimbursement requests are made quarterly. We do accept them monthly as well. We will be periodically requesting documentation to back-up the expenses submitted for reimbursement at the time of reimbursement as well as during your program monitoring visit. We are required by OVAE to verify and validate that federal funds are being expended appropriately. The director is ultimately responsible for what is on this form. As a director, cultivate a relationship with your business administrator, know what is in your grant and ensure that your request for reimbursement is appropriately documented. The buck stops with you.

The second column on the reimbursement form is for Budget Changes. If there are significant changes within your budgets, such as hiring a new teacher or letting a teacher go, which require you to move funds from one line item to another, you need to let us know. You will need to indicate what you are changing the budget on your previously submitted grant. There is an explanation box on the form where you can detail why the change is being made.

Accountability

Assurances—items you, your superintendent/CEO, and business administrator agree to follow when you sign the grant assurances page. Items listed in the assurances page include:

- Supplanting—funds may <u>supplement</u> current activities but may not <u>supplant</u> (items being paid for out of state funds or other funds cannot be supplanted with federal funds)
- Funds may be used for eligible activities only
- Collaboration—with DWS, Department of Rehabilitation, Community-based programs in your area (collaboration with DWS is mandatory)
- Discrimination—Programs may not refuse to serve people of different abilities/races
- Programs will submit a program compliance audit—every year at the end of June an audit needs to be scheduled
 and a copy of the findings must be submitted to the USOE—This is for all funds
- Amended budgets
- Records are open to USOE review, federal review, and public review
- Programs comply with the privacy act
- Programs assume fiscal responsibilities
- Programs must have matching funds for the federal grant
- Programs are required to submit any reports requested by USOE Adult Education Services
- Programs will run a quality program: qualified staff, counseling and guidance available for students, provide a year round program if feasible, develop recruitment and retention strategies, ADA accessible classrooms
- Prepare Student's Education Occupation Plan (SEOP) for each student—part of UTopia
- Be able to demonstrate competencies—testing/assessment
- Incorporate all learning standards as required by the USOE
- Use state approved assessments—TABE (The Adult Basic Education test)—ABE or high school completion students,
 BEST (Basic English Skills Test) or CASAS (Comprehensive Adult Studies Assessment Survey)—ESL students. Our
 office supports the BEST test—we have a trainer and we offer training to certify staff statewide. Staff administering
 the BEST test must be certified and then recalibrated every two years to ensure best practices in administering and
 scoring the tests.
- UTopia will be utilized by programs
- Grantee ensures that reimbursement requests will be submitted at minimum quarterly
- Collection of Tuition and Fees Report—all money collected has to be documented, this money must go back into your adult education program, it cannot be put in the general funds
- Tuition is a maximum of \$100.00 per year by legislative rule—you can charge less, use a sliding scale, whatever works for your program but most important to keep the focus on the student and what they can afford to pay
- Director is accountable for the budgets and reimbursement requests

Board Rules

Adult Education Board Rule R277-733 is found on the USOE website. http://www.schools.utah.gov/board/rules.htm
Effective as of November 2008 is the "Proof of Residency" requirement. You must enter residency for each student and you must keep a hard copy back-up documentation of the item used to show proof of residency in the student's file. This requirement stems from an adult education state legislative audit. The auditors felt that that just serving people who live in the state was not enough, we needed to serve residents of the state. Allowable forms for documentation of proof of residency are listed in the adult education board rule. These are also listed in the Policies and Procedures Manual, Tab R. Auditors will be looking for the documentation as will our office during program monitoring visits.

Section 7 (R277-733-7) Adult Education Pupil Accounting outlines who we serve. Adult education programs do not solicit K-12 students to come to adult education. We can serve out-of-school youth and we can collaborate with K-12 to provide educational opportunities for those not succeeding in a K-12 program. If you serve a student who is dual enrolled in K-12 and adult education, the WPU (Weighted Pupil Unit) must follow the student. You will generate more funds with the WPU than you will with the adult education funds.

<u>Policies and Procedures Manual</u>—Utilize this manual for any questions. It is updated regularly. It is on the adult education website. http://www.schools.utah.gov/adulted/directors/policy precedure.htm

<u>Program Monitoring</u>--Every program has a program monitoring visit from one or more of the USOE Adult Education staff every 3 years. A schedule has been created and is posted on the adult education website. This schedule shows which programs will have a program monitoring visit this year and as well as the following two years. The schedule also lists who will be responsible for your programs' desk monitoring for the year.

<u>Data/ Desk Monitoring</u>--A program review from our desks. Every program has a data/desk monitoring once a month. We look through your UTopia data and contact you for clarification on any irregularities. You can also initiate questions with the person assigned as your Data Monitor. The intention of a data/desk monitoring is to help keep data as clean and up-to-date as possible. Currently this is the extent of the data/desk monitoring. However, with the next grant competition, the data/desk monitoring will be more critical as we will be looking to see if programs are making their targets to determine the funding for the second year of the grant.

During a Program Monitoring visit you will be asked to produce several items. We look at areas of administration, testing, teachers, curriculum, and budgets. This monitoring tool is posted on the adult education website, http://www.schools.utah.gov/adulted/directors/documents/PolicyProcedures/TabH.pdf. You can use it to prepare for the program monitoring visit. We will let you know what budget areas we will be looking at. We will look at each of the areas defined, ask questions and look at documentation. For each item a rating of "Yes/No, Acceptable, In Progress, or Needs Improvement" will be noted. At the end of each section we will make comments. If an item is not acceptable it will be noted as a "corrective action." A copy of the completed Program Monitoring tool and a letter will be sent to you that includes commendations, recommendations, and any corrective action items. This is a tool to help us help you improve your program.

Our office posts information and resources for program use. We send emails letting you know when we do a large update informing you of what has changed. You may also submit items to our office to post on our website. <u>UTopia highlights</u> – with Alex Jepsen from Horizonte

Every one of you as directors are ultimately responsible for the outcomes your program earns.

Adult Education Website overview -- http://www.schools.utah.gov/adulted/default.htm

The history of UTopia—Adult Education underwent a federal audit. One of the mandatory federal requirements is every state must have a Management Information System (MIS). Utah had an MIS, but it was not up to the standard required. As a result of this audit we hired Toni Myers as our first programmer. She started to develop UTopia—Utah Online Performance Information for Adult Education. This system is now so sophisticated that Utah's data is clean. Our office can report to OVAE 99% clean data.

Alex: UTopia requires certain data. Horizonte holds a two day registration for all new students at the beginning of the school year. If the student does not complete the two day registration and turn in all the necessary paperwork, they do not get a class schedule—they are not entered into UTopia. This eliminates the problem of having students in UTopia with missing data.

- SSID numbers are now required for the younger students (16-19 year-olds)
- UTopia Administrator can run a report of which students need pre-tests or tests
- Multiple reports exist showing a variety of data
- Reports can be run by student, class or teacher
- Reports can be used as a tool not only to monitor student data but teacher statistics as well
- Directors should be running reports often to monitor the program
- The POM (Program Outcome Measurements) Report shows the program stats in a glance

- Program directors and UTopia Administrators determine what permissions to give to teachers and staff depending on needs of the program
- Program directors are ultimately responsible for the data in UTopia

Assessment

- All assessment administrators must be certified
- During a Program Monitoring visit we verify all test administrators are certified and if they are not it will be a corrective action item
- TABE Test for Adult Basic Education
- CASAS Comprehensive Adult Student Assessment Systems
- BEST and BEST Plus Basic English Skills Test: Our office supports this assessment by providing a trainer and several trainings throughout the year for program staff to become certified or to "recalibrate" certifications
- TABE offers a "Train the Trainers" class in which those that attend the training can go back to their program and train other staff to administer this assessment
- If your program uses CASAS, you must contact CASAS to be certified in administering that assessment
- BEST Literacy Reading and Writing test—paper/pencil assessment—easy to give easy to score
- BEST Plus Speaking and Listening is oral
- The BEST Plus assessor must recalibrate every two years
- Many students have high oral skills but low literacy skills
- Student must be placed according to their EFL (Entering Functioning Level)
- Instruction must be given in their EFL
- Students with diplomas can enroll in your program for remediation in literacy
 - They must score below the 12.9 level

GED

- Passing the GED now results in a credential called the Utah High School Completion Diploma (July 1, 2009)
- It is not a Carnegie-unit diploma
- Credit toward a high school diploma for passing the GED test is no longer an option—ended June 30, 2009
- The age of eligibility to take the GED Tests in Utah is now 16
- Students have to be out-of-school youth (withdrawn from K-12) to pursue a GED or to enroll in adult education
- Due to the change in eligibility, the "Adult Education Program and/or GED Testing Application for 16-18-year-old Non-Graduates" form was created
 - 16-18-year-olds wanting to take the GED Tests or enter into an adult education program must complete this form
 - GED testing centers need this documentation before administering the GED Tests to 16-18 year-olds— White copy
 - 16-year-olds must enter an adult education program to demonstrate academic readiness prior to taking the GED Tests—Section 3
 - The adult education program must sign off on section 3 but this is not an indicator that the student will pass the GED Tests
 - o This form is initiated at the students request at the school—Counselors keep Pink copy
 - Our suggestion for the parent signature for an 18 year-old is that if the student's class has not graduated, get the parent signature—this is only a suggestion and not policy
 - o All students must fill out sections 1 and 2
 - The adult education program will keep the yellow copy
 - o These forms are 3 part NCR forms—do not make and use copies
 - Out-of-state students may use this form or they may present the two letters for access to GED Testing
 - Home schooled students are also required to fill out this form—they can get the form through the district in which they reside
- Counsel your students about the GED and the military—if there is even a remote chance they may consider entering the military they should be talking to a recruiter to learn the impact of GED on a military experience
- Clearly state to students that once a GED is earned it is a diploma and they cannot return to a K-12 secondary school or enter/return to an adult education program to earn a Carnegie unit-based diploma
- A student with a diploma/GED diploma can return to adult education to improve literacy if they are below a 12.9 grade level
- Students may not pursue a GED in an alternative high school

- WPU does not follow out-of-school youth
- WPU does follow a dual enrolled student
 - Usually a student working on credit recovery to attain the K-12 diploma
 - Attends K-12 during the day and adult education in the evening
 - Student is enrolled in adult education and the funding code is set so the WPU is credited to adult education for the time the student spends in the program
 - o This is not the best scenario for an adult education program—our recommendation is try other avenues

English for Speakers of Other Languages (ESOL) Standards

- Each program should have 9 books including one for every level of ESOL, one administrator guide, one citizenship book, and one large resource book
- The resource book is in addition to what is on the website
- Includes information about the CASAS and BEST Tests
- Each level shows the strand (reading, listening, speaking, writing), the standard, the benchmarks, and information from the syllabus we felt would be helpful
- The NRS definitions are what the student knows at that level
- The Educational Functioning Levels for each level are in the administrators' guide
- Civics is now mandatory so the Civics level requirements are included
- In the back of each level book there is a resource section for that particular level
- We do keep adding resources to our website

CAELA—Center for Adult English Language Acquisition

- CAELA is the training arm for the Center for Applied Linguistics (CAL)
- We have developed trainers in Utah to help ESOL teachers
- We host periodic trainings geared toward ESOL teachers
- These trainings often are valuable for ABE teachers as well
- Training announcements come from the USOE
- Costs to the programs could be travel—most programs put money in their grants –federal and state –for travel
- No cost to the participant—no registration or materials fee
- Teachers may choose to receive a stipend or relicensure points for attending—not both
- Most trainings are 6 to 8 hours a day
- One 2-day training is planned which teachers must commit to attend both days
- Topics include: teaching pronunciation, classroom activities that involve students, utilizing websites, how to use the standards, and working with pre-literate students (2-day training)
- A survey will be sent asking for teacher input for trainings

ABE (Adult Basic Education) Reading Standards

- In process looking for volunteers to be on the committee
- We are correlating the standards with the NRS competencies

Retention and Recruitment

- Getting and keeping students
- Move your participants to enrollee status
- Part of your federal grant application is the assurance that you will recruit
- Programs will be asked during a program monitoring visit about the effort to recruit students
- Advertise information about your programs in libraries, grocery stores, Title I schools, etc.
- A recent study found:
 - Immigrant students who are over age 30 and are parents of teenager or adult children are usually more persistent
 - Adults that have involvement in previous efforts at basic skill education, self study or vocational skill training are more persistent
 - o If the adult coming into the program has a specific goal, they are more persistent
 - This indicates the SEOP process is very valuable
- The survey indicated that the following items did not influence a student's persistence:
 - o Gender

- Ethnicity
- Single parent status
- o Employment status
- Working hours
- Negative school experience
- Parent's education
- Tom Stitch, a long time adult education presenter notes:
 - o Multiple focus, multi-level classes make student persistence more difficult
 - Persistency rates increase in classes where the focus of students and classrooms are more closely aligned, for example, GED or job readiness.

Intensity and Duration

- This is a focus for program monitoring
- Are you serving the clients' needs in holding classes often enough
- Are you accessible
- It means rigor in your program
- It means there is curriculum that meets the standards
- It means courses are offered at a time when students can attend
- Consider opening programs on Saturdays
- We are not K-12—not a 180 day program
- Adults do not get a summer vacation
- We are essentially a 365 day program
- Adult students will go to a program further from them if it is open and offers classes they can attend
- Your dollars need to be spread so that you can offer your program year-round

MOU - Memo of Understanding

- If you partner with the Department of Workforce Services (mandatory with federal grant) you need to have an MOU
- The MOU clearly states what each party will provide

TIPS – Trademark – secrets for Improving Program Services –Nelda Kissinger, Adult Education Director-Washington School District and Wayne Mifflin, Adult Education Consultant

- The Journey to Improved Outcomes by Nelda Kissinger http://www.schools.utah.gov/adulted/directors/new_directors.htm
- Training staff is essential—don't assume they know what you need
- Utilize your Policies and Procedures Manual
- Ask questions
- Share with staff where the money comes from
- Network with other adult education directors